

ICS – Academic Centre for Educators
(Research, Development & Training)

Teachers' Training Programme

on

“Excellence in Education”

at

The Sarala Birla Academy, Bangalore
Lucknow

(August 5 – August 7, 2008)



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EDUCATION IN THE NEW MILLENNIUM

THRUST AREAS FOR SCHOOL EDUCATION

The destiny of India is being shaped in her classrooms

-Kothari Commission Report

THRUST AREAS FOR BRINGING OUT THE BEST IN EACH STUDENT

- “Forming, not informing the mind.”
- Promoting learning to know, learning to do, learning to live together, learning to be.
- Integrating life skills, critical thinking, creativity, values, health and social skills, decision making & leadership qualities (IQ – EQ – SQ)
- Innovative teaching methodologies and techniques.
- Effective communication skills.

ACTION POINTS

- Creating a systems commitment to Excellence/ Quality.
- Flexible interdisciplinary and balanced curriculum integrating values – bring back the Humanities.
- Academics and Co-curricular activities – striking a balance.
- Special Interventions to develop written & spoken communication skills, creativity & reasoning ability/ logic
- Introduce multimedia teaching along with participatory teaching methodologies – Training the faculty.
- Special programmes for parents.
- Career counselling and guidance to facilitate a career by choice and not by chance – Each child is born to win. There are no ideal careers, only ideal choice

21ST CENTURY LEARNING SKILLS

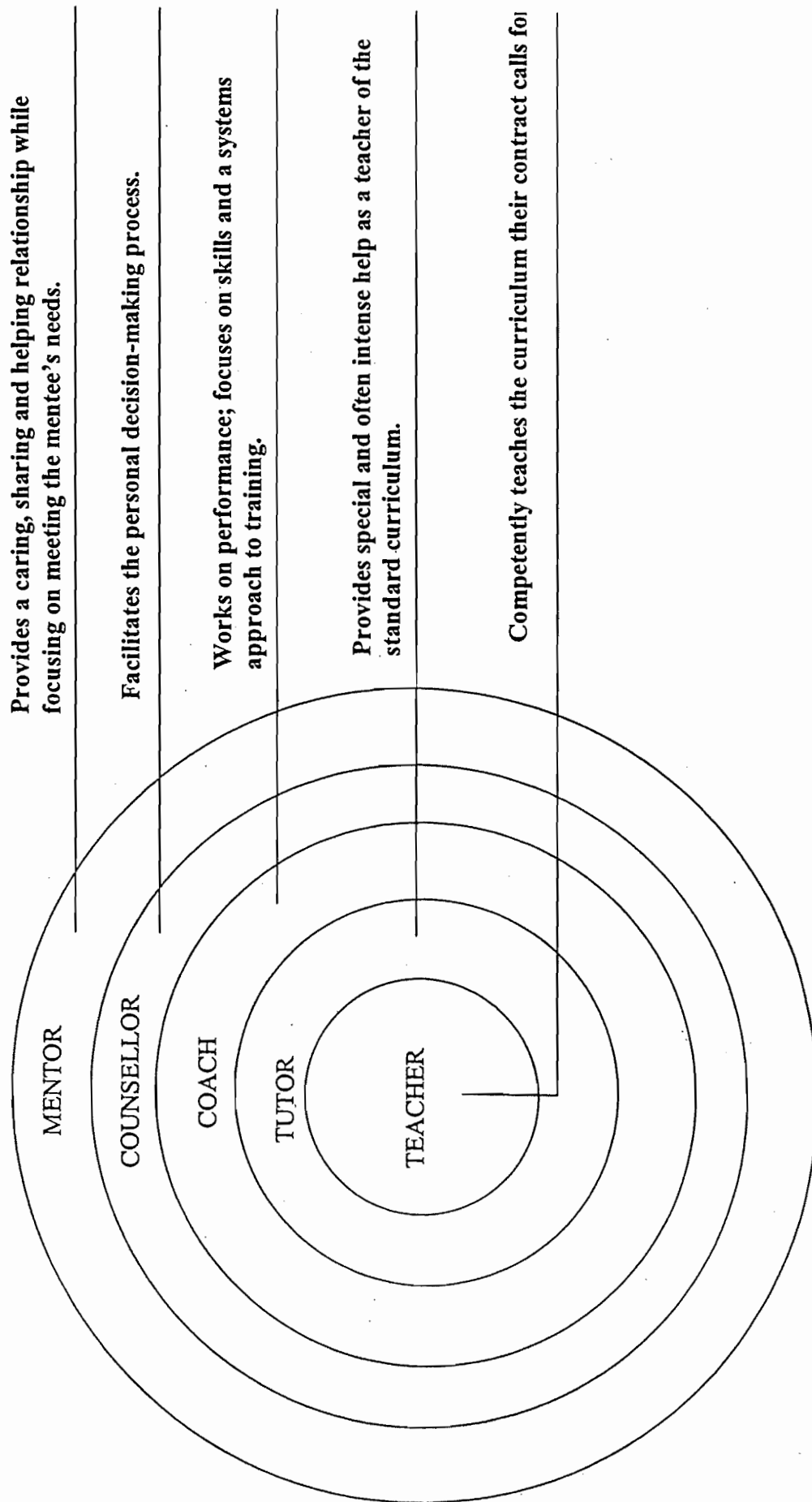
Key Elements of 21st Century Learning

- Emphasise Core Subjects
- Emphasise Learning Skills (knowing how to learn)
 - Thinking critically
 - Applying their knowledge to new situations
 - Analyzing information
 - Comprehending new ideas
 - Communicating
 - Collaborating
 - Solving problems
 - Making decisions

21st Century Learning Skills include

- Information and communication skills
- Thinking and problem-solving skills
(Thought Leadership)
- Interpersonal and self-directional skills
- Skills to utilise 21st century tools - ICT

MULTIDIMENSIONAL ROLE OF A TEACHER



EXCELLENCE IN TEACHING

CORE COMPETENCIES OF A TEACHER

1. **Facilitating independent development and learning of students**
2. **Maintaining high individual and group expectations**
3. **Promoting positive learning environments**
4. **Encouraging creative and critical thinking**
5. **Demonstrating knowledge of and enthusiasm for subject matter**
6. **Providing for cultural and linguistic diversity and learning styles**
7. **Using technology in instructions**
8. **Maximizing student learning in classroom context**
9. **Planning and Evaluating quality of Instruction**
10. **Demonstrating Improvement in Student Performance through Traditional Student and Alternative Assessment**
11. **Participating in School and Professional Continuous Improvement Activities**
12. **Communicating with Students/ Parents / Peers / Administrators**
13. **Modelling the Role of the Professional Teacher**
14. **Adhering to the Code of Ethics and Principles of Professional Conduct**

ATTITUDE, SKILLS AND KNOWLEDGE

ATTITUDES, SKILLS and KNOWLEDGE

Attitude, Skills and Knowledge- each type of education includes these three elements - intertwined in one teaching process. However, it is sometimes essential to analyse them individually keeping in mind the aims of education.

ATTITUDE: Attitude is the outlook of an individual. It is the spirit and perspective from which a teacher approaches the teaching-learning process. It is largely our attitude that shapes our decisions and actions.

Your Attitude reflects your motivation and answers “Why should I do it?” questions

The following are key qualities and beliefs that are indicative of the positive attitude of a teacher towards students.

- *Respect for each and every student in the class*
- *Strong sense of responsibility*
- *Empathy (understanding each student's problem and finding the solution)*
- *Openness to look at alternate solutions, new opportunities and ways to improve*
- *Patience, perseverance and endurance*
- *Creativity, innovation and intuition*
- *Self confidence*

SKILLS: Skills move the person from theory and knowledge to action. This involves the performance of mental or physical tasks and requires us to find an answer to questions like, “what, where, when and how?” Skills also enable the successful achievement of our objectives.

Your Skills reflects your training and answers “How do I do it” questions

The list of basic skills which a teacher should possess include:

- *Innovative teaching skills*
- *Interpersonal skills*
- *Communication Skills*
- *Research, planning and evaluation skills*
- *Problem - solving and conflict- resolution skills*
- *Leadership Skills*
- *Listening Skills*
- *Time Management Skills*

KNOWLEDGE: It is our deep knowledge of the subject which enables us to optimize its dissemination and understanding.

Teachers have to be updated and informed of all the latest developments in their respective field.

Your Knowledge reflects your education and answers “What should I do” questions

An efficient teacher is one who builds on all the above-mentioned areas and responds positively towards filling the knowledge gap by :

- *Identifying various written and internet resources that can help to fill the knowledge gap*
- *Enhancing individual learning through courses and workshops*
- *Sharing one’s knowledge with others.*

Activate Your Attitudes for advancement and achievement.

Sharpen Your Skills for growth and gain.

Kindle Your Knowledge for development and direction

THE SELF CONCEPT QUESTIONNAIRE

This self-scoring questionnaire assesses your self worth. It identifies how you see yourself and how others see you. It facilitates an awareness of yourself and the contribution that you are making to the school. There are no right or wrong answers.

Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
		0	1	2	3	4	
1	I am happy to be alive					✓	4
2	Anxiety and depression are rare experiences for me		✓				1
3	The people with whom I work respect me				✓		3
4	I have the energy and stamina to accomplish my goals daily				✓		3
5	Friends and relatives often confide in me and take me as their confidante					✓	4
6	I can openly communicate my needs and feelings to my family and friends				✓		3
7	I understand other's feelings and empathize with them					✓	4
8	I can adapt to any social situation				✓		3
9	I believe my work is valued and I am making a worthwhile contribution to my school and society through human resource development					✓	4
10	I offer feedback to others in order to facilitate improvement				✓		3
11	I know my strengths –where I excel and my limitations- where I have to stretch myself					✓	4

Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		0	1	2	3	4
12	I am open to feedback and constructive criticism from my colleagues and I am always ready to learn how to improve my performance					✓
13	I can speak up for myself and express my viewpoint without being too self conscious					✓
14	I have the ability to work effectively in a variety of situations, and with various individuals or groups					✓
15	I am happy and enthusiastic about my work					✓

(6)

TEACHING STYLE INVENTORY

Directions : Read the statements carefully and

Write 1: if you occasionally behave this way

Write 2: if you sometimes behave this way

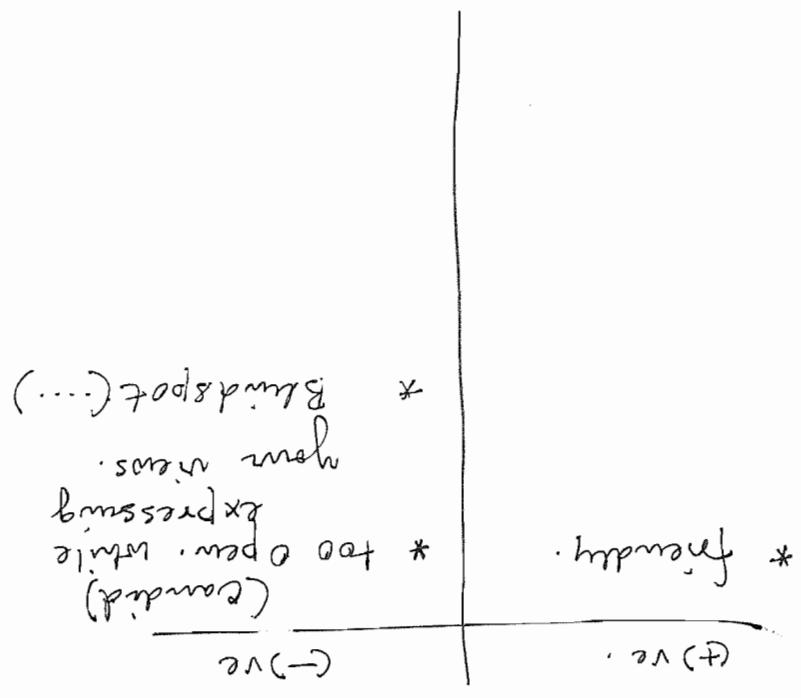
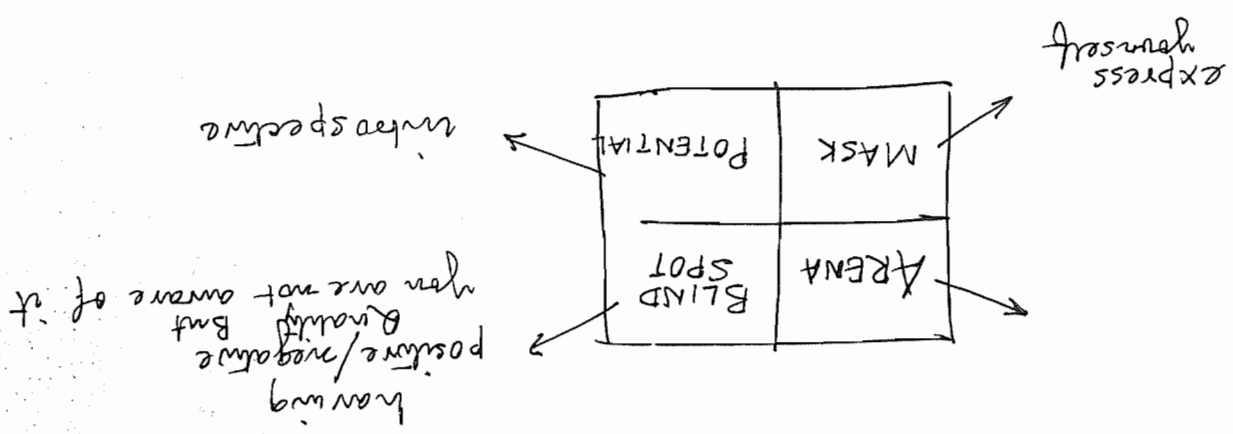
Write 3: if you often behave this way

Write 4: if you almost always behave this way

1. I am available to students to solve their problems	3
2. I encourage students to explore, with me, what should or should not be done, and why.	4
3. I consult students about what they would like to do, and adjust my teaching plan accordingly.	4
4. I show my resentment to those students whose behaviour in class is not according to my instructions.	1
5. I avoid meeting students if I cannot satisfy them in my class.	1
6. I think of new and creative material for sessions.	4
7. I think a teacher's role is to teach not to counsel.	1
8. I prepare in advance, all the notes / aids needed for the teaching sessions and include practical activities.	3
9. I try out new methods to make teaching more effective.	4
10. I give high priority to completion of a topic, even if I have to rush through it.	2
11. I provide students with support, if they need or solicit it, even after the course is completed.	4
12. I learn from my superiors and from experienced persons.	4
13. I include only those topics, which are prescribed.	1
14. As I value punctuality, I start my sessions on time.	4
15. I guide my students in detail about their concerns and how they can tackle them.	4

= you have an active mind (+)
 too simple and. (-)
 open. (where (-)ve people can harm you).

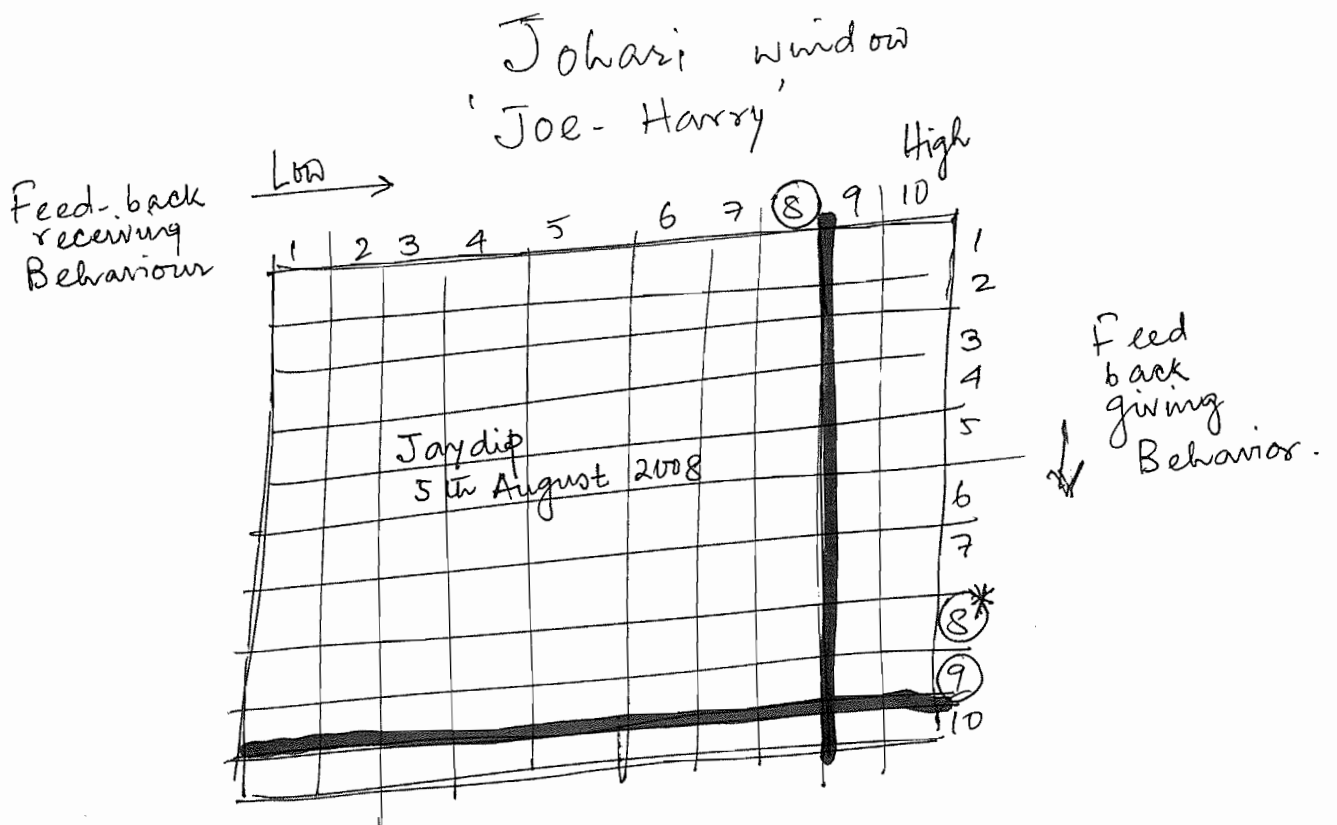
IKIK/OM
 (Steps Growth)



SCORING SHEET

• prepare in advance
• (creativity)

Pro active and Innovative		Interested and involved		Casual and Routine	
Questions No.	Score	Questions No.	Score	Questions No.	Score
1	3	3	4	4	1
2	4	11	4	5	1
6	4	12	4	7	1
8	3	14	4	10	2
9	4	15	4	13	1
(18)		(20)		(6)*	



OPTIMISING THE TEACHING – LEARNING PROCESS

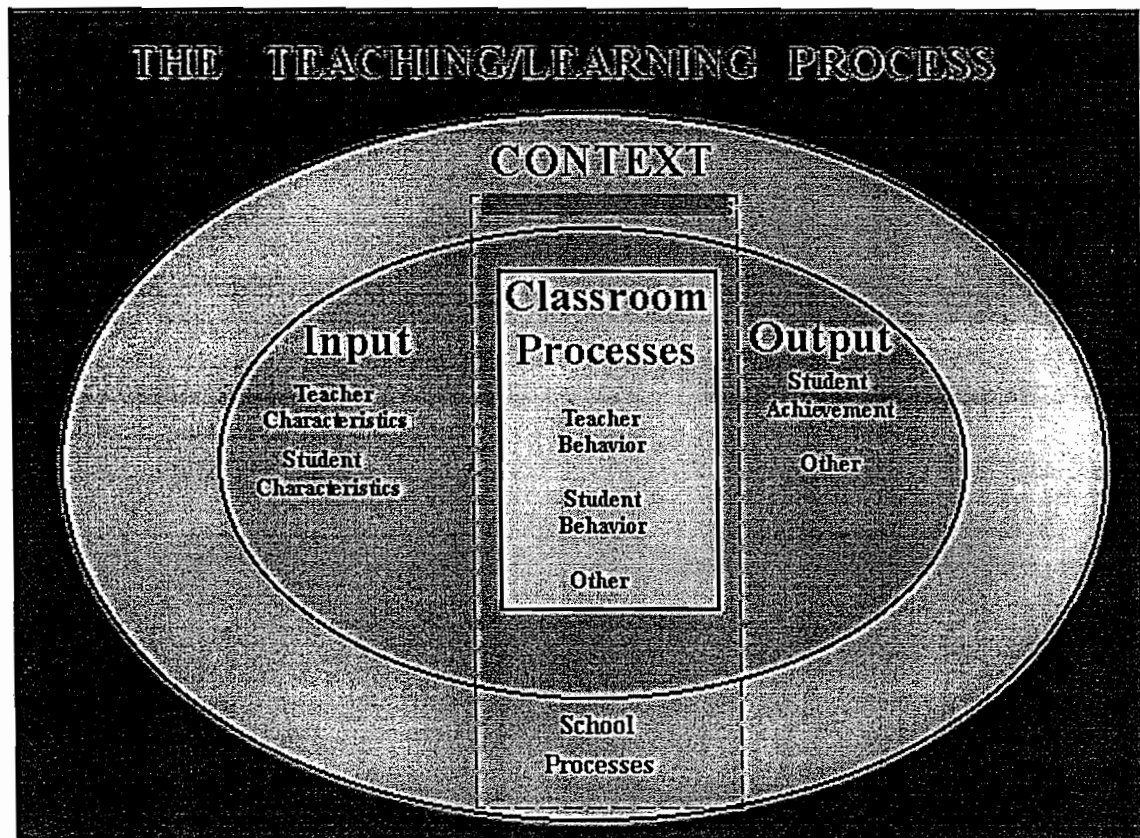
“When I was a little boy, my parents told me what to do, and scolded me when I didn’t. When I went to school, my teachers told me what to do, and caned me if I didn’t. When I joined the army, the sergeant told me what to do, and God help me if I didn’t, so I did! When I got my first job, my boss told me what to do too. So when I reached a position of some authority, what did I do? I told people what to do, because that is what all my role models had done...” That is true for the majority of us : we have been brought up on telling, and we are very good at it!

The attraction of telling or dictating is that, besides being quick and easy, it gives the teacher the feeling of being in control. This is, however, a fallacy as it is non-motivational and often responsible for poor performance. Another problem is that of recall. Quite simply, we do not remember very well something we are told. The table below is based on a research carried on by IBM but it has been repeated by others and the results confirmed.

A group of learners were divided randomly into three subgroups, each of which was taught something quite simple, the same thing, using three different approaches. The results speak for themselves. One thing they show that particularly concerns us, however, is how dramatically recall declines when people are only told something!

	Told	Told and shown	Told, shown and experienced
Recall after 3 weeks	70%	72%	85%
Recall after 3 months	10%	32%	65%

A Transactional Model of the Teaching/Learning Process	
Context	All those factors outside of the classroom that might influence teaching and learning
Input	Those qualities or characteristics of teachers and students that they bring with them to the classroom experience
Classroom Processes	Teacher and student behaviors in the classroom as well as some other variables such as classroom climate and teacher/student relationships
Output	Measures of student learning taken apart from the normal instructional process.



MOTIVATION AND LEARNING SKILLS

Seven Strategies for Motivating Students to Participate and Learn

Stephen Lieb in "Principles of Adult Learning" presents **four critical elements** to ensure that participants learn. **They are motivation, reinforcement, retention and transference.** These elements, fortunately, are addressed to some degree in a successful classroom, and each has an effect on the other elements.

Several factors affect the student's motivation. One is to perceive that learning is a means to an end. Many college courses provide an ultimate means to an end, but unfortunately they do not provide an immediate means to an end. The **most common motivating factor** among adult learning theorists is the **classroom atmosphere.** Three of Dr. Dorothy D. Billington's "Seven Characteristics of Highly Effective Adult Learning Programs" focus on the classroom environment. **The environment she advocates is "safe and supported," and one in which the professor "encourages experimentation and creativity", and "treats adult students as peers."** Some of the techniques for motivating students are given below:

1. **Facilitate Constructive Notetaking.** One way to motivate students is to facilitate constructive note taking. You can provide fill-in-the-blank worksheets that discuss the key concepts. The blanks contain key words that the students fill in. Students find this approach to be very helpful. This technique keeps the student actively involved in taking notes; it keeps their notes organized; it gives me points of reference in their notes; and they can easily obtain someone else's notes when they are absent. Another way to facilitate constructive note taking is to have students write a note card on each concept to prepare for a test.
2. **Ask One-Step Questions.** One way to motivate students to participate actively in a non-intimidating fashion is to ask one-step questions in class. Asking students to do the entire problem can be intimidating. If students are afraid to be called on, then the stress factor is high. You have probably heard before that you cannot let a student get off with "I don't know." Therefore, this concern is even more reason to ask one-step questions that can lead the student to answer without much trouble. A one-step question is very simple such as "What is the first thing we should do to solve this equation?" or "What will the equation be after we distribute?" Asking one-step questions assures that everyone will be asked a question and therefore requires everyone to pay attention, but this technique does not make them feel so anxious or nervous that they cannot concentrate on the real task of learning

the material. This approach also requires the teacher to learn the students' names, which is also a motivating factor.

3. **Have students work examples in class.** Another way to motivate students to participate (and therefore learn) is to have the students work examples in class. We do not teach how to play the piano by having students watch the instructor; so why do we teach math in this way? After working a few problems for demonstration purposes I have the students work a few similar.
4. **Allow students to correct incorrect work.** A fourth way to motivate students to learn is to allow them to correct their homework. One way is encourage them to learn from their mistakes is by my not accepting homework until it is done correctly and/or is acceptable. Messy papers, inappropriate grammar, and incomplete sentences need to be remedied. Not only does this requirement encourage them to learn the material, but it also eliminates the need for assigning partial credit to homework. Students don't receive negative feedback; they just receive suggestions for improvement. This approach takes some of the risk out of handing homework in to be graded and motivates students to correct their mistakes rather than just discarding their graded work.
5. **Assign a variety of homework assignments.** A fifth way to encourage students to learn is to assign a variety of homework assignments. Constantly turning in practice problems from the book can prove to be monotonous. You can assign essay writing to students to practice communicating and explaining their reasoning; Assign students to watch videos on applications of mathematics and answer a set of related questions in complete sentences; assign group activities to encourage them to communicate and listen to other students; assign online research assignments; and assign self-directed projects that incorporate many of the concepts discussed in the course.
6. **Assign Group Activities.** Group activities are probably one of the most popular types of nonstandard assignments. Group activities allow sharing ideas, to learn from each other, and to contribute in a risk free manner. Different disciplines have different group structures/dynamics. 1. Assign a group activity the day before the students form their groups. In this way everyone has a chance to think about the problem, and class-time is not used up with reading and thinking. 2. Allow time at the beginning of the class period for students to share their ideas. At the beginning of class students are ready to begin while at the end of a class period they are ready to leave. 3. Make clear that each member's role is to see that everyone in the group understands the question and how to solve the problem. This step encourages those who have the problem solved to share what they know rather than not

participate. 4. Facilitate number 3, further, by requiring students to ask fellow group members rather than the teacher. With the teacher as a resource instead of fellow group members, many students will not have a reason to participate. 5. Students hand in their own papers in their own words. Duplicate papers are not accepted. This requirement encourages students to share ideas rather than copying or letting someone else do the work and also encourages them to practice communicating their own thoughts and reasons.

7. **Use technology in the classroom.** Another way to encourage students to participate and therefore learn is to have them use technology, such as graphing calculators or computers with graphing software, in the mathematics classroom. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances student's learning. It has been found that using the graphing calculator in the classroom encourages students to stay focused on operating the calculator and therefore helps them learn many abstract mathematical concepts. The graphs also provide a focus for students to discuss these concepts.

- Dorene J. Fox, Ph.D.

THE ARCS MODEL

(Attention- Relevance-Confidence-Satisfaction Model)

The ARCS motivation model divides the idea of motivation into four general concepts and suggests practical strategies you can use to motivate your students. The concepts and major questions teachers should ask themselves when wishing to build motivation into their instruction are listed below.

	ARCS Categories	Major Questions
Attention	Capturing the interest of learners, stimulating curiosity to learn	How is this learning valuable and stimulating to my students?
Relevance	Meeting the personal needs/ goals of the learner to affect a positive attitude.	
Confidence	Helping the learners believe/ feel that they will succeed and control their success	How can I (via instruction) help students succeed and allow them to control their outcomes?
Satisfaction	Reinforcing accomplishment through rewards (intrinsic and extrinsic)	

Practical strategies for motivating students

Some practical strategies for building motivation into your instruction are listed below. Although not every one of them will suit your needs and situation, they should give you some ideas of the kinds of things you may try on your own.

Attention

- Start with a puzzle or question which can be answered through that day's learning
- Sustain interest by making sudden or unexpected changes in the environment. Change your voice level, change light intensity, use humour to effectively get attention again.
- Add variety. Change what the students see, hear, or feel every 20 minutes or so. For example, take a break from lecturing, to have students discuss a question for five minutes.

Relevance

- Tell students if they learn the new knowledge or skills they are more likely to achieve an important present or future goal. Getting a job or passing future subjects are common motivators for students.
- Have students develop their own reasons why they should learn the subject matter.
- Use examples and stories related to the students' experience or intended career to remind them of the relevance.

Confidence

- Make sure students have the prerequisite knowledge and skills, sometimes a special extra session.
- Explain the requirements and the evaluation criteria early in the course. (This is not the same as 'giving students the answers'.)
- Give students practice opportunities that are similar to the testing situation, and give them feedback on their practice performance so they know where and how to improve.
- Make sure questions and activities provide steps for students from what they can do, to what they have not yet attempted.
- Provide feedback that helps students attribute their success to personal effort rather than chance or luck.

Satisfaction

- Help students realize the 'natural consequences' of their learning – how their learning can help them solve 'real world' problems.
- Reward success with positive consequences. Use incentives or display students' efforts. Be careful to make sure the consequence is not a 'disincentive'. Some students may not want to have their work displayed, or the class would not want you to speed up your lecturing because they have done so well on the previous unit.
- Be equitable. Use consistent standards when marking. Students need to know that their grade is related to their own effort, not compared to others.

SELF ASSESSMENT EXERCISE- MOTIVATION

		Always (3)	Sometimes (2)	Rarely (1)	
1	I maintain high expectations of my students and encourage quality work	✓			3
2	I enforce a rigorous academic classroom discipline			✓	1
3	I believe that students are solely responsible for their own academic and co curricular performance			✓	1
4	I encourage my students to be enthusiastic about and enjoy the subject by sharing its relevance	✓			3
5	I highlight students weaknesses more often than their strengths in order to avoid complacency			✓	1
6	I find that students cannot be motivated to do a subject they don't like	✓		✓	1
7	I use a variety of techniques to cater to the learning styles of all the students	✓			3
8	I deal strictly with poor performance			✓	1
9	I believe lack of ability leads to sub standard performance		✓		2
10	I continually evaluate the effect of my teaching and encourage students feedback	✓			3
11	I prescribe the teaching learning methods and ensure that my students adhere to all norms set by me			✓	1
12	I believe that my central role is to complete the syllabus by providing the requisite notes and study material			✓	1
13	I create a learner friendly class room environment as a prerequisite to optimal performance	✓			3
14	For effective learning in class there should be no interruptions from the students			✓	1

		Always (3)	Sometimes (2)	Rarely (1)	
15	I find that not much can be done about a student who displays a lack of interest in the subject, is careless and submits home work assignments late			✓	1
16	I involve students in determining rules and procedures in the class room	✓			3
17	Best learning happens when students follow instructions		✓		2
18	It is a waste of time to prepare for the same topics again and again			✓	1
19	I impart study skills and learning techniques along with subject knowledge to my students	✓			3
20	I think field trips and project work distract students and take away from effective teaching time			✓	1
21	I often experience difficulty in saying no to my students	✓	✓		2
22	I am mindful about bias and prejudices and make a conscious effort to avoid them	✓			3
23	During my interaction with the parents I encourage them to be strict with the children			✓	1
24	My teaching responsibilities make it difficult for me to update my knowledge and skills continuously			✓	1

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SCORING SHEET

Please add up the scores of the selected questions in each table given below to determine your unique teaching style.

Motivated and Motivational								
Q.No.	1	4	7	10	13	16	19	22
Score	3	3	3	3	3	3	3	3
Total Score = 24								

Authoritarian and Strict								
Q.No.	2	5	8	11	14	17	20	23
Score	1	1	1	1	1	2	1	1
Total Score = 9								

Casual and Indifferent								
Q.No.	3	6	9	12	15	18	21	24
Score	1	1	2	1	1	1	2	1
Total Score = 10								

ANALYSIS

Total Score	Motivated and Motivational	Strict and Disciplinarian	Casual and Indifferent
A score of 15 and below indicates	You must make conscious efforts to integrate motivational techniques in your teaching style	You avoid using strict disciplinarian techniques for education and are accessible to students at all times	You are an ideal teacher and have a high degree of involvement with your students
A score of 16-22 indicates	You have the ability to motivate your students but need to optimise this by identifying areas of improvement and working in them	Your style of teaching becomes strict and authoritarian at times. You need to assess the impact of your teaching by encouraging feedback from your students	You believe that each student is responsible for his /her own education but must realise that the role of the teacher goes far beyond the syllabus
A score of 23 and above indicates	You are an intrinsically motivated and motivational teacher with the ability to bring out the best in your students	You are a strict disciplinarian and need to find ways of encouraging and motivating the students for effective performance	You need to believe that your teaching makes a very lasting impact of the quality of learning and adopt a style of teaching to ensure superior performance

LEARNER TYPES AND THE MULTIPLE INTELLIGENCES

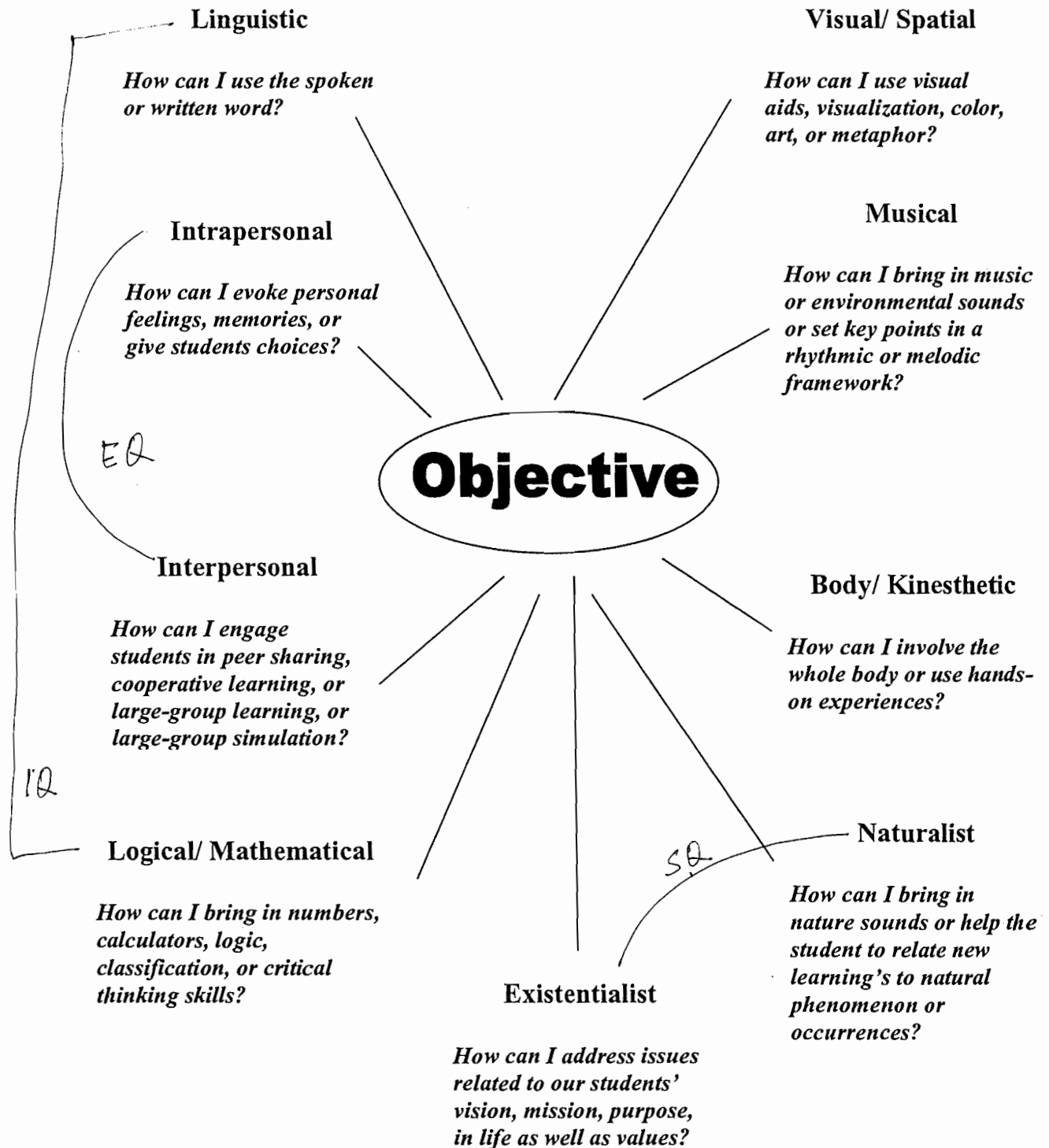
Howard Gardner

Learner	Likes To	Type Is Good At	Learns Best By
Musical "The Music Lover" (music smart) <i>periodic song.</i>	<ul style="list-style-type: none"> • sing, hum • listen to music • play an instrument • respond to music 	<ul style="list-style-type: none"> • picking up sounds • remembering melodies • noticing pitch/rhythm • keeping time 	<ul style="list-style-type: none"> • rhythm • melody • music
Interpersonal "The Socializer" (people smart) <i>organising</i>	<ul style="list-style-type: none"> • have lots of friends • talk to people • join groups 	<ul style="list-style-type: none"> • understanding people • organizing • communicating • persuading • mediating 	<ul style="list-style-type: none"> • sharing • comparing • relating • cooperating • interviewing
Spatial/Visual "The Visualizer" (picture smart) <i>(Showing a movie)</i>	<ul style="list-style-type: none"> • draw, build, design and create things • daydream • look at slides/pictures/movies • play w/machines 	<ul style="list-style-type: none"> • imagining things • sensing things • mazes/puzzles • reading maps and charts 	<ul style="list-style-type: none"> • visualizing • dreaming • using the mind's eye • working with colors and pictures
Kinesthetic "The Mover" (body smart) <i>role-play. (actors).</i>	<ul style="list-style-type: none"> • move around • touch and talk • use body language 	<ul style="list-style-type: none"> • physical activities • (sports/dance/acting) • crafts 	<ul style="list-style-type: none"> • touching • moving • interacting with space • processing knowledge through bodily sensations
Intrapersonal "The Individual" (self-smart) <i>powerpoint slides.</i>	<ul style="list-style-type: none"> • work alone • pursue own interests • have own space 	<ul style="list-style-type: none"> • understanding self • focusing in on feelings and dreams 	<ul style="list-style-type: none"> • working alone • individualized projects • self-paced instruction

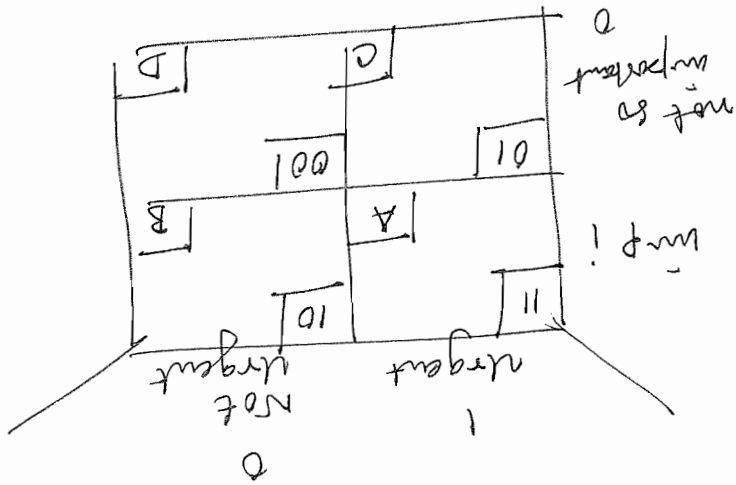
Learner	Likes To	Type Is Good At	Learns Best By
Logical/Mathematical "The Questioner" (number smart) <i>metal/non metal.</i>	<ul style="list-style-type: none"> do experiments figure things out work with 	<ul style="list-style-type: none"> math reasoning logic problem solving 	<ul style="list-style-type: none"> categorizing classifying working with abstract patterns and relationships
Linguistic "The Word Player" (word smart) <i>script written</i>	<ul style="list-style-type: none"> read write tell stories 	<ul style="list-style-type: none"> memorizing names, places, dates and trivia 	<ul style="list-style-type: none"> saying, hearing, and seeing words
Naturalist "The Nature Lover" (nature smart)	<ul style="list-style-type: none"> work with animals garden nature walks or hiking 	<ul style="list-style-type: none"> working with animals "green thumb" 	<ul style="list-style-type: none"> relating to natural phenomena or occurrences nature sounds
Existentialist "The Philosopher" (reason smart)	<ul style="list-style-type: none"> discuss abstract ideas and concepts discuss questions related to existence and religion etc. 	<ul style="list-style-type: none"> understanding theories, thought processes Reflection and synthesis of ideas 	<ul style="list-style-type: none"> Analyzing & thinking relating to ethics & values finding deeper meaning and inter-relatedness among diverse phenomena

Mental Ability & Quantitative App. —
 Edgar Thorpe.

MULTIPLE INTELLIGENCES



1. Planning
2. Delegation
3. team-work
4. Building Relationship
5. Review



Must DO
 Should DO
 Could DO (.....)

HIGHER ORDER THINKING SKILLS

Enriching environments and out of school experiences encourage higher ability thinking.

Teach them to understand understanding. The most underused technology in schools today is not computers it is conversation.

Knowledge Level

The skills demonstrated at this level are those of observation and recall of information; knowledge of dates, events, and places; knowledge of major ideas; and mastery over subject matter.

Use these question cues:

List Label Name	Define Collect Who	Tell Examine When	Describe Quote Where	Identify Show Tabulate
-----------------------	--------------------------	-------------------------	----------------------------	------------------------------

Comprehension Level

The skills demonstrated at this level are:

Interpretation of facts, compare, contrast, order, group and infer causes, predict consequences, understanding information, grasping meaning, translation of knowledge into new context.

Use these questions cues:

Explain Predict Summarize	Discuss Describe Distinguish	Compare Contrast	Extend Outline	Interpret Restate
---------------------------------	------------------------------------	---------------------	-------------------	----------------------

Application Level

The skills demonstrated at this level are:

- Using information
- Using methods, concepts, theories in new situations
- Solving problems using required skills or knowledge

Use these question cues:

Apply Illustrate Relate	Demonstrate Show Change	Calculate Solve Classify	Complete Examine Modify
-------------------------------	-------------------------------	--------------------------------	-------------------------------

Analysis Level

The skills demonstrated at this level are:

- Seeing patterns
- Organization of part
- Recognition of hidden meanings
- Identification of components

Use these question cues:

Analyze Separate Order	Explain Connect Classify	Arrange Divide Compare	Select Infer Debate
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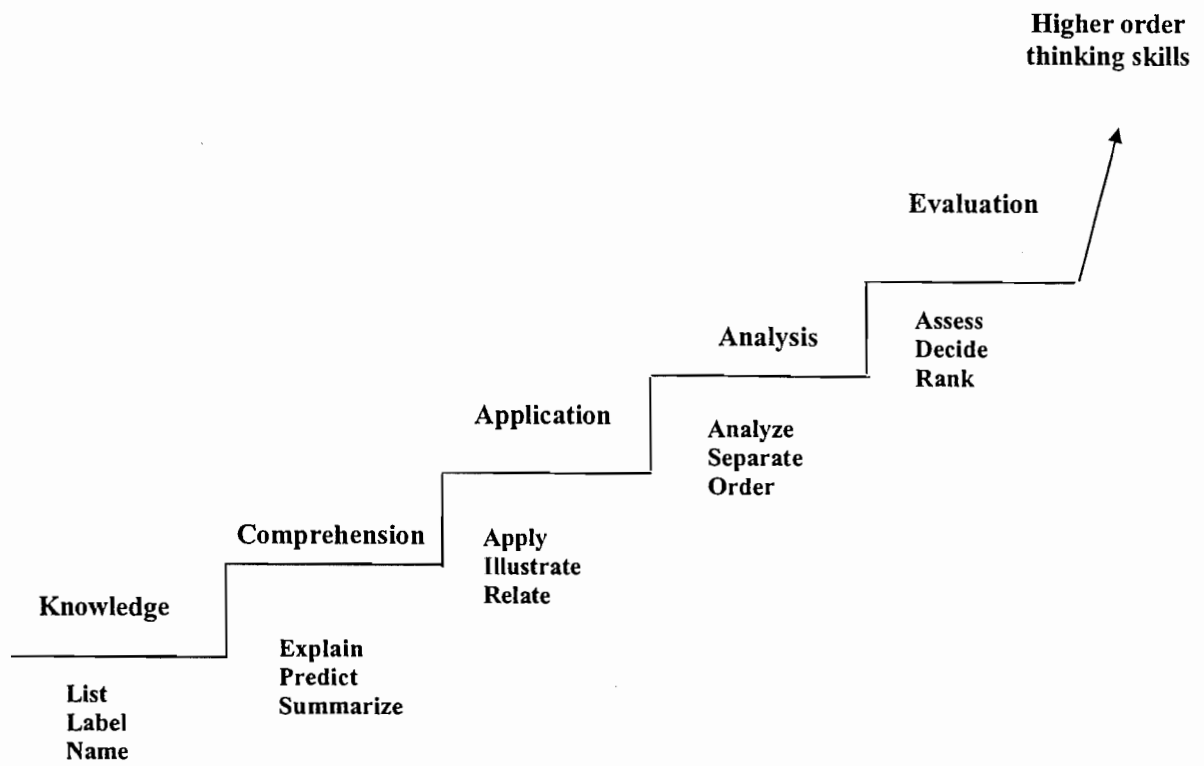
Evaluation Level

The skills demonstrated at this level are:

- Assess value of theories
- Make choices based on reasoned arguments
- Verify value of evidence
- Recognize subjectivity
- Compare and discriminate between ideas

Use these question cues:

Assess Decide Rank	Grade Test Measure	Recommend Convince Select	Judge Support Conclude
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ENHANCING CREATIVITY IN THE CLASSROOM

Quick Tips for Enhancing Creativity in the Classroom

- Provide in-class time for individuals and groups to just think and let their ideas blend and mix.
- Reward creative ideas and products through public recognition - even if the ideas are still developing or perhaps fail.
- Encourage students to take unique and different approaches in their work and reward any efforts in this direction.
- Allow mistakes and model positive, supportive responses to mistakes. Encourage learning from their mistakes.
- Encourage mental flexibility - taking other viewpoints that they might not usually take.
- Explore the environment to stimulate curiosity about their world.
- Question students' assumptions and guide them to dig deeper and consider their beliefs and others' to expose students to other ideas.
- Stop evaluating or judging too soon. There is a time and place when ideas and their constraints need to be considered, but not too soon or the process will flounder.
- Foster cooperation rather than competition.
- Offer choices.
- Encourage dissent and diversity.
- Regularly provide positive feedback.

TEN GUIDELINES FOR EFFECTIVE STRESS/ TIME MANAGEMENT

1. Plan ahead

It isn't enough simply to create a great plan or schedule. You must be able to implement it. This means being accurate about the day-to-day realities of your work and other responsibilities; allowing for the usual interruptions, crises, and delays

2. Schedule leisure activities

Schedule blocks of time for family, friends, exercise, special interests, or special projects instead of just assigning them "whatever time is left" after the usual daily grind.

3. Under-promise and over-deliver

It's a good idea to somewhat overestimate the time you think a job will take in order to (1) ensure on-time delivery even in the face of unforeseen delays and (2) surprise and delight your boss, clients, colleagues, and family by delivering sooner than anticipated.

4. Break big jobs into manageable chunks

By breaking a big task into manageable steps, setting a timetable for doing each step, and chipping away at the project, you can accomplish almost anything and with a lot less stress than by trying to do it all at once.

5. Keep track of your progress

Every major project requires its own schedule or time table. Your progress should match your plan.

6. Delegate whatever you can

Recognise that teaching someone else the ropes will take a bit of time but the benefits to you, in terms of increased time and decreased stress, will more than repay your efforts.

7. Establish parameters for saying "No"

Almost everyone ends up working late or bringing work home once in a while, but if you find yourself doing it more and more often, it may be time to start saying "no" and not only to others but also to yourself.

8. Make and follow a list of priorities

Some people maintain several lists at once : a high-priority one; a medium-priority one and a low-priority one. Other people simplify the process by making just one list at the end of each day of things to do tomorrow.

9. Group tasks according to the skills required

To get the most out of your time, try to do your hardest jobs-those requiring maximum concentration and peak efficiency at those times of the day when your attention and energy levels are highest.

10. Keep your eyes open for shortcuts

We're never too old to learn and incorporate new and better ways of doing things. Finding, adapting, and applying efficient new techniques to the responsibilities you carry not only saves your time but cuts down on your overall workload.

**Compiled by the
ICS Knowledge Team**

TIME MANAGEMENT

Take time out for this check-up. It's easy: 'Yes' or 'No'

	Yes	No
1. I'd rather do the right things than do things right	()	()
2. If I dislike task (A) and like another (B), I do B first	()	()
3. I try to complete the work at hand within the given time	()	()
4. I find that the tasks I prioritise do not get done in order of priority	()	()
5. I make a daily priority list	()	()
6. I often feel I am doing work which is not essential	()	()
7. I keep time for myself daily	()	()
8. I don't find time for exercise	()	()
9. I go after the top tasks in my prime (energetic) time	()	()
10. I'd love to revise my work but can't find time	()	()
11. I organize my time and execute around priorities	()	()
12. I spend much time on small decisions	()	()
13. I often ask : what is the best use of my time right now?	()	()
14. I find it hard to say 'No'	()	()
15. I do weekly planning to balance different types of work	()	()
16. I don't let routine work displace my non-routine work	()	()
17. If a job is worth doing, it is worth doing perfectly	()	()
18. I am not finding sufficient time for my family	()	()
19. I find time to strengthen key relationships	()	()
20. I start working on whatever comes to my mind first	()	()

DR. AMRITA DASS

Professional Background

Dr. Amrita Dass is a leading **Educationist** and **Career-Counsellor** of the country. She is the **Founder-Director** of **ICS-International** (Established in 1985) and has the distinction of pioneering the career counselling and guidance services in the country. **ICS** has conducted career counselling programmes in more than more than 150 schools and colleges in India and Abroad.



Dr. Dass has also designed and conducted numerous training programmes on **Leadership for Principals** focusing on **Leadership in Education** and on **Excellence in Education for Teachers**. In addition, she has conducted **Leadership Programmes** for corporates both national and multinationals. She is a columnist for many leading newspapers of the country and writes on a wide range of educational, career and leadership issues.

Honorary Work

Presently, **Member Governing Bodies** of **Woodstock School, Mussoorie, Auckland House School, Shimla** and **Nirmal Bhartiya School (NBS), New Delhi**. Has been **Ex-officio Director** of the **State Bank of India (SBI)**. Served two terms as **Member** of the **Northern Region Advisory Committee** of the **Small Industries Development Bank of India (SIDBI)**. Was **Member** of the **Steering Committee on Women and Child Development, Planning Commission of India** for the **Ninth Five Year Plan** and **Chairperson** of the **Hunger Project, U.P.** among others.

Academic Background

Graduated from **Isabella Thoburn College (1976)** and was the recipient of the **Mary E. Shannon** and **Mrs. Prem Nath Dass** merit scholarships. Also awarded the **Best Woman of the Year** trophy. Recipient of two gold medals in **M.A. (Western History)** from **Lucknow University** –secured first position (1978). Went on to do **Ph.D in History** from **Lucknow University (1984)** and pursued doctoral studies at the **School of Oriental and African Studies, London University** as a **Fellow** of the **Indian Council of Historical Research (ICHR)**.

International Experience

- Presented papers and participated in various international conferences at Bangkok, Dhaka, Geneva, Manila, Phoenix, Tashkent, Washington - the notable ones being the **UN World Summit for Social Development, Copenhagen, Sweden** the **UN Conference on Women, Beijing**, the **State of the World Forum at San Francisco, U.S.A.**, the **International Women's Dialogue, Houston, U.S.A.** and the **Global Knowledge Partnership (GKPII)** meeting at **Kuala Lumpur, Malaysia**, organized by the **World Bank**.
- Visited **8 UK Universities** on invitation of the **British Council**.
- **Co-chaired the Global Leadership Conclave for School Principals in Singapore** in 2007.
- Headed a group of educationists to **Universities and Institutes of Higher Learning in Singapore** in **Feb 2008** on invitation of the **Singapore Education Board**.

Awards

Recipient of the **Lions Club Award** for outstanding Social Work and the **Rotary Award** for Vocational Excellence. She has recently been felicitated as a "Woman Achiever" by **Tata Consultancy Services (TCS)**.

NOTES

1. Name of flowers
2. Discuss how many types of flowers.

3. Draw.

4. Movie on

5. Role Play.

6. Song composing.

7.

"Oh my bee, come to me
waiting for thee"

he he he ^{ripe &} swollen

take my pollen. ~~they have~~ still
give it to stigma, for me a friend.